2005 PAAP Mathematics Entry Slip for Content Standard I

Student Name: _____ **Grade:** _____

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard.
See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐
The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐
The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1 (*Rubric Level 2*) *Rubric Level 3* *Rubric Level 4*

STEP 3

- **Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.**

MATHEMATICS

A. Numbers & Numbers Sense	**1**	**2**	**3**	**4**		
B. Computation	**1**	**2**	**3**	**4**		
C. Data Analysis & Statistics	**1**	**2**	**3**	**4**	**5**	
D. Probability	**1**	**2**	**3**	**4**		
E. Geometry	**1**	**2**	**3**	**4**		
F. Measurement	**1**	**2**	**3**			
G. Patterns, Relations, Functions	**1**	**2**	**3**	**4**		
H. Algebra Concepts	**1**	**2**	**3**	**4**	**5**	**6**
(I.) Discrete Mathematics	**(1)**	**2**	**3**	**4**		
J. Mathematical Reasoning	**1**	**2**				
K. Mathematical Communication	**1**	**2**				

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA (Mathematics) Science & Technology

Content Standard: I Performance Indicator: 1 Rubric Level: 2 Rubric Page# Math 20

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☐ Constructed Response ☒ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6+

Task Title: Mathematics in Pictures

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **first task** for this Entry required the student to demonstrate an understanding of the use of a tree diagram by applying it to money. To accomplish the task, the student used a given template to break a dollar into coins of various denominations.

Prior Knowledge and Skills Required:

The student needed to understand how to count money, make change, and use tree diagrams.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the templates.

Level of Assistance (Check one): **Task Specific** ☐ **Not Task Specific** ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.)*

_____ = correct

% Correct _____

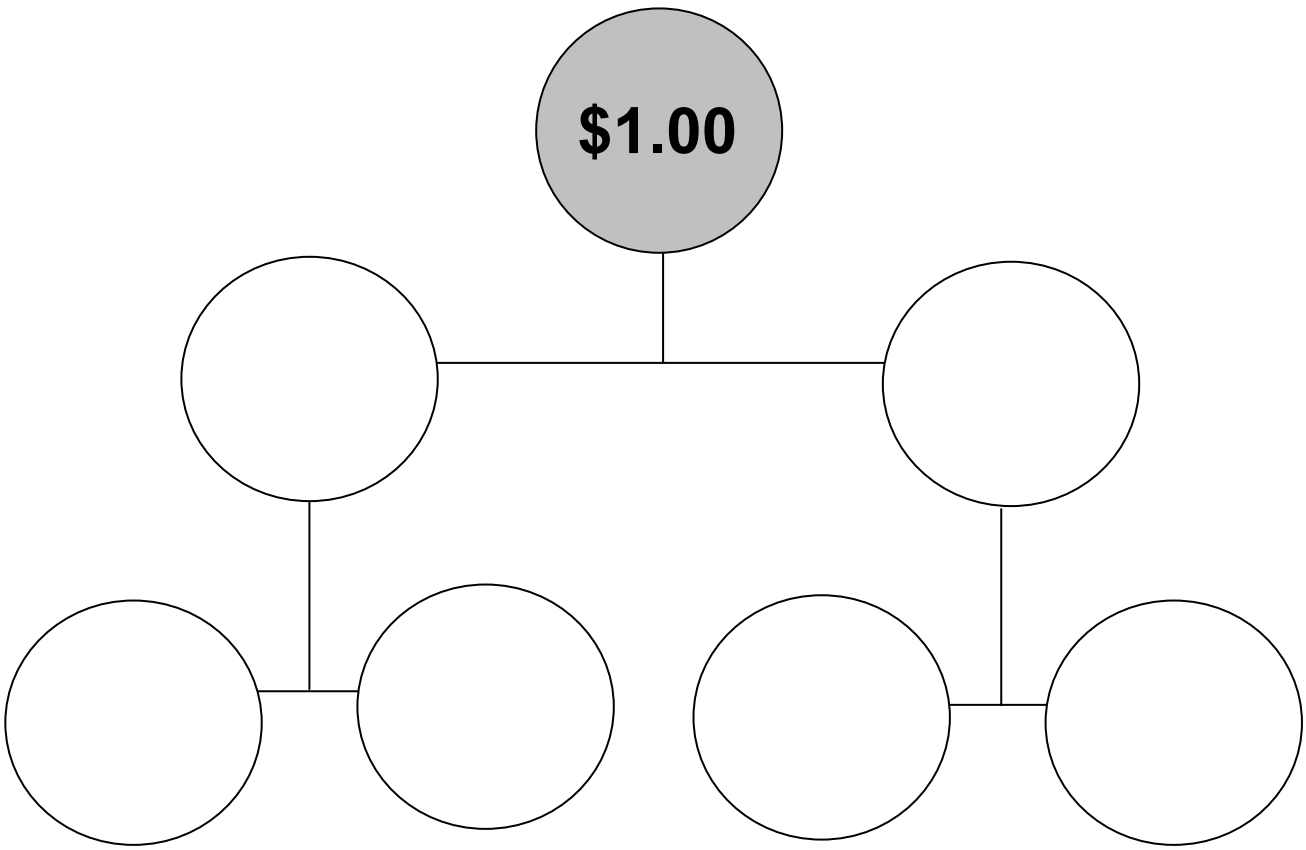
1 of 6 = 17% 2 of 6 = 33% 3 of 6 = 50%
4 of 6 = 67% 5 of 6 = 83% 6 of 6 = 100%

Other Information: (ex., *Clarify how the point value of the task was determined.)*

Student Name_____ **Date**_____

Mathematics in Pictures

Use the tree diagram below to show one way in which you could make change for a dollar.



% Correct _____

2005 MEA PAAP Task Description #___

Student Name: _____ **Task Date:** _____

Content Area (Circle one): ELA (Mathematics) Science & Technology

Content Standard: I Performance Indicator: 1 Rubric Level: 2 Rubric Page# Math 20

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:
Selected Response ☐ Constructed Response ☒ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6+

Task Title: Mathematics in Pictures

Media

Description of Task: (*Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)*

The **second task** for this Entry required the student to demonstrate an understanding of the use of a tree diagram by applying it to money. To accomplish the task, the student completed a given template to break a dollar into coins of various denominations.

Prior Knowledge and Skills Required:

The student practiced making change and counting money; and the use of webs, tree diagrams, and other networks.

Teacher Role in Task: (*ex. read to student, recorded answers, provided number cards, monitored progress, etc.*)

The teacher provided the templates.

Level of Assistance (Check one): **Task Specific** ☐ **Not Task Specific** ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (*Define any symbols used for completion or correction of task.)*

_____ = correct

% Correct _____

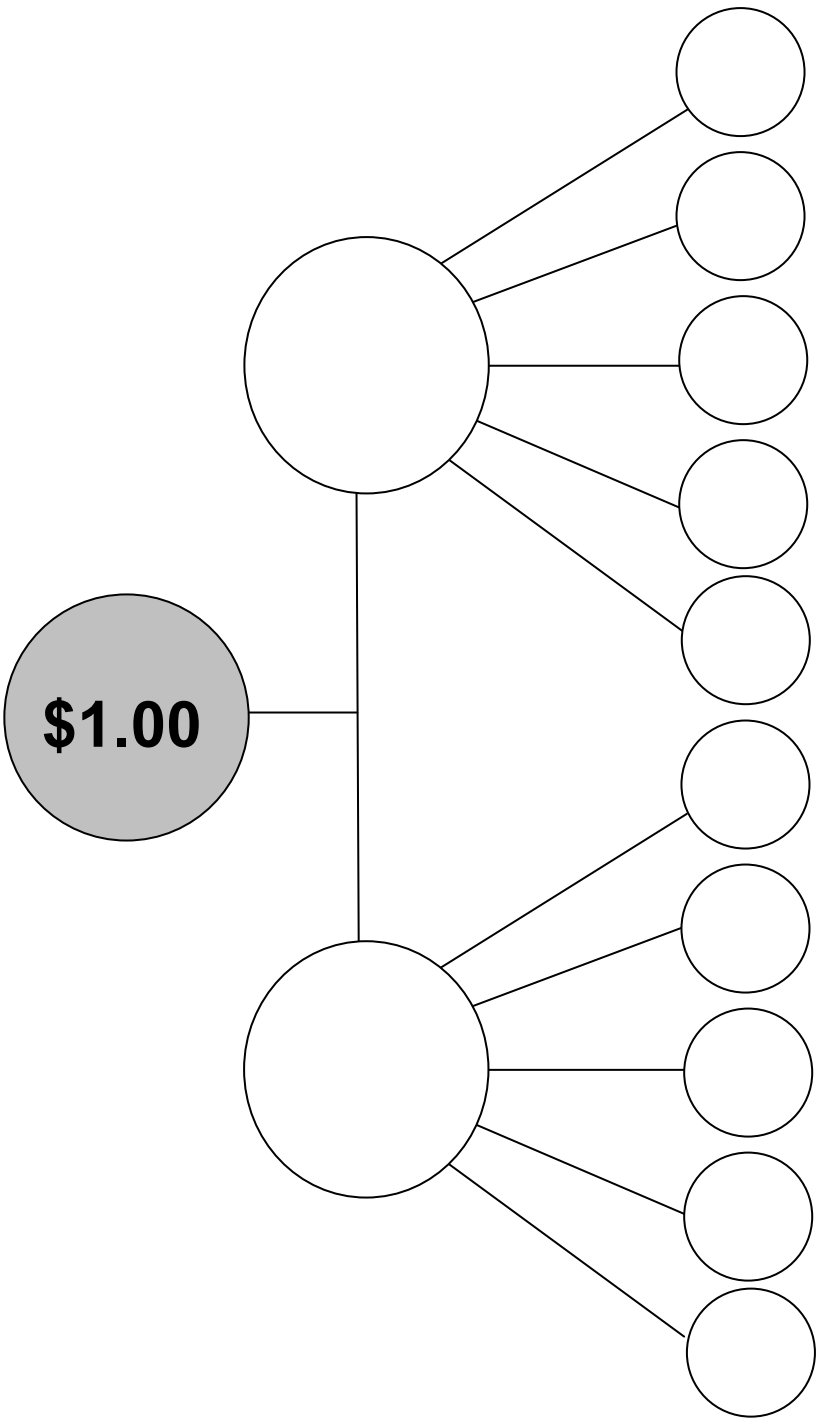
1 of 6 = 17% 2 of 6 = 33% 3 of 6 = 50%
4 of 6 = 67% 5 of 6 = 83% 6 of 6 = 100%

Other Information: (ex., *Clarify how the point value of the task was determined.)*

Student Name_____ Date_____

Mathematics in Pictures

Use the tree diagram below to show a second way in which you could make change for a dollar.



% Correct _____